

LEA: _____

SCHOOL: _____

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of School Readiness For Response to Intervention (RtI) Implementation: Self-Assessment	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			I. EFFECTIVE STUDENT ASSISTANCE/COLLABORATIVE TEAM IN PLACE				
			Use of collaborative team and data driven decision making processes				
			Function as a problem-solving team to address the needs of any student				
			Shared responsibility among general educators and specific program area specialists (e.g. Special Education, Title I, Literacy Reading Coach, Guidance Counselor)				
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)				
			Use of Curriculum Based Measurements (e.g. DIBELS, AIMS web, Edcheckup, etc.)				
			Use of progress monitoring techniques				
			Collaboration between educators and parents				
			Comments:				

			II. HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH- BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness; phonics; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration				
			Math: Addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability)				
			Behavior supports of high quality				
			Comments:				

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			III. ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented and shared				
			Data management system in place (technology support)				

Comments:

			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED				
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those already experiencing academic failure (systematic model in place such as Three-Tier Model, pyramid of interventions etc.)				
			Informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness				
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
			Flexible groupings according to specific intervention needs				
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
			Availability of instructional programs/materials				

Differentiated instruction strategies implementation in classroom

Comments:

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			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. interventions, professional dialogue, peer feedback etc.)				
			Professional development addresses relevant areas such as:	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area
			Collaborative decision-making				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Parent engagement/involvement strategies				
			Progress monitoring techniques				
			Comments:				

LEA: _____ **SCHOOL:** _____
ACTION PLAN

Date _____

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Evidence of Change

LEA: _____

SCHOOL: _____

Planning Team:
